



Division of Innovation and Effectiveness Office of School Transformation

2015-16 Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2013-2014	
Date of submission:	08-10-15	
Is this a revision?	No	
School:	Lower Lee Elementary	
District:	Lee County School District	
Responsible Party	Print Name	Signature
Principal:		
Title I Coordinator or District Liaison:		
Superintendent:		

School/District Information

School name:	Lower Lee Elementary
School telephone number:	803-428-3637
School mailing address:	5142 St. Charles Road, Mayesville, SC 29104
School website URL:	www.leeschools.k12.sc.sc
Year current building was built:	
School district:	Lee County School District
Principal:	Angela K. Jacobs
Number of years principal at school:	2
Number of principals in previous five years:	4
Superintendent:	Dr. Wanda L. Andrews
Number of years as superintendent in district:	2
Number of superintendents in previous five years:	2
School Board of Trustees Chairperson:	Sonya Moses
Number of years as chairperson:	7
Number of members of School Board of Trustees:	7
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	?
Average salary of principals in district:	?
Average salary of district-level administrators:	?

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention.	The Report Card Data from 2010-2014 indicates that the Absolute Rating and Growth Rating for Lower Lee Elementary School has remained At Risk or Below Average for every year with the exception of 2012 and 2014. In 2012 the rating was Below Average and Excellent and in 2014 the rating was At Risk and Average respectively. The additional indicators are student achievement, teacher/administrator quality and retention, parental and community involvement.
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	<p>The most recent data collected from The Palmetto Assessment of State Standards (PASS) reflect that students in grades 3-5 performance level decreased significantly in all subject areas. In ELA students at our school scored 45% met and exemplary as compared to students in schools like ours scoring 70.8%. In Mathematics, the numbers reflect a 19.6% difference in our school and schools like ours. The comparison in Science was 22.3%, Social Studies 33.4% and Writing 23.7%. In ELA students in grade 3 showed a decrease of 21%, Science 15.4 and Social Studies 20.9%. The grade 4 data indicates that there was a 6.6% decrease in Mathematics, 13.3% in Science, and 26.4% in Social Studies. Grade 5 results reflect a decrease of 5.7% in Math, only 2.3% in Science, 30.1 percent in Social Studies and 1.4% in writing.</p> <p>Lower Lee Elementary has a staff of 37. There are 21 certified teachers and 16 classified staff. There are three employees new to the school. The principal has been at the school for 2 years as compared to 4 for schools like ours. In the past five years, there has been a high turnover rate within the faculty, having 4 different principals during that time span. There are 58.8% of teachers with advanced degrees as compared to 60.4% for schools like ours. 86.0% of teachers returned from previous year as compared to 85.1% for schools like ours. The teacher attendance rate was 92.2% down from 94.5% from previous year as compared to 94.8% for schools like ours.</p> <p>According to survey results, 72.2% of teachers are satisfied with the learning environment while 58.5% of students and 81.5% parents are satisfied with the learning environment. Teachers, parents and students ranked satisfaction with school-home relations from 72.3% to 76.9% with teacher satisfaction scoring the lowest.</p> <p>The ability to recruit and retain highly qualified teachers has been very difficult for Lee County School District based on past performance. Although the number of discipline referrals has decreased significantly, there continues to be concern with the number of days students are absent. Also, our Special Education population has not experienced significant growth in the areas of testing for Standardized Testing.</p> <p>The lack of continuity in the areas listed above are directly related to the root cause of the school's underperformance.</p>

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Develop vision, mission and school goals to improve teacher and student learning and outcomes collaboratively with team to include staff, parents, students and community partners	Beginning: 8/15 Completion: 5/16	Principal and Leadership Team	100% of staff, 100% of students, 85% of community will know and demonstrate deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey School-wide participation daily during morning announcements, Student recite in all assembly programs Faculty and Staff	Fall: Winter: Spring:
Develop a School-wide theme for the year	Beginning: 8/15 Completion: 5/16	Principal Leadership Team	80% of school community will be able to demonstrate knowledge of theme	Display of theme Survey	Fall: Winter: Spring:
Participate in Collaborative Planning Sessions to build trust, reach consensus, embrace change, make decisions, foster continuous communication, provide recognition, and create learning experiences	Beginning: 9/15 Completion: 5/16	Principal Teachers	100% of teachers will be trained in conducting Collaborative Planning Sessions 100% of teachers will participate in Collaborative Planning Sessions	Schedule Sign in sheets Agenda	Fall: Winter: Spring:
Update school's web page to include current information, announcements, and the great things that are occurring at school.	Beginning: 9/15 Completion 5/16	Media Team	Meeting dates of media team on monthly calendar. Updated web page bi-weekly	Weekly updates	Fall: Winter: Spring:
Principal will conference with individual teachers and provide continuous	Beginning: 8/15 Completion: 5/16	Principal	100% of staff will be observed and provided	Weekly observation	Fall: Winter:

instructional feedback regarding observed lesson and in the identified reinforcement and refinement areas.			feedback from principal	schedule Weekly feedback conference forms	Spring
Principal will meet with the Leadership Team to discuss formal and informal observations to analyze areas of Refinement and Reinforcement for individual teachers, as well as school-wide needs	Beginning: 8/15 Completion: 5/16	Principal	Leadership Team will meet on 2 nd and 4 th Tuesday	Bi-weekly Team meeting and notes Feedback forms	Fall: Winter: Spring
Collaborate with a school similar to LLE to provide a partnership and mentoring to enhance the educational process and student achievement	Beginning: 10/15 Completion: 2/16	Principal	100% of teachers will participate in professional development monthly	Request to Attend Meeting Sessions sign in sheet Log of communication Visitation Logs Mileage sheets Lesson Plans	Fall: Winter: Spring
Join SCASA and other professional educational organizations and attend professional conferences	Beginning: 9/15 Completion: 6/16	Principal	Attend 2 or more professional conferences Share at least 5 articles with faculty and staff as part of PD	Conference agendas Membership card	
Conduct Principal's Chat and Parent Academy sessions to inform parents of the educational process, expectations and guidelines for effective schools	Beginning: 9/15 Completion: 6/16	Principal	Conduct 4 Principal Chats Conduct 4 Parent Academy Sessions	Invitations Sign-in sheets Pictures	
Participate in book study on <u>The Leader in Me</u> and <u>7 Habits of Highly Effective People</u>	Beginning: 9/15 Completion: 6/16	Principal Faculty/Staff	Book study conducted every 1 st Tuesday of the month.	Agenda Written Assignments Display of Habits in classroom and school	

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a comprehensive performance evaluation system using SLO's to support and measure staff performance and its impact on student learning.	Beginning: 9/15 Completion: 5/16	Principal, Coaches, and Leadership Team	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms	Learning walk feedback data; Observation data; Coaching logs; Staff evaluations on file	Fall: Winter: Spring:
Implement Professional Learning Communities Meetings to analyze data in order to design and revise instructional practices and receive training, as needed, based on the data analysis.	Beginning: 9/15 Completion: 5/16	Principal, Teachers	100% of teachers will be trained in Professional Learning Communities	Agenda Minutes Artifacts from meeting Consultant forms Purchase orders	Fall: Winter: Spring
Identify and provide ongoing job-embedded professional development for teacher effectiveness	Beginning: 9/15 Completion: 5/16	Principal Teachers Reading Coach	100% of teachers will receive Professional Development	Teacher Perception Survey Observations Data	Fall: Winter: Spring
Provide technology and training in integrating technology into instruction	Beginning: 9/15 Completion: 05/16	Principal LCSD Technology Team	Students' MAP scores will increase by 5% or more in ELA and Math	MAP data by teacher	Fall: Winter: Spring
Collaborate with a school similar to LLE to provide a partnership and mentoring to enhance the educational process and student achievement	Beginning: 10/15 Completion: 2/16	Principal	100% of teachers will participate in professional development monthly	Request to Attend Meeting Sessions sign in sheet Log of communication	Fall: Winter: Spring

				Visitation Logs Mileage sheets Lesson Plans	
Provide a process to celebrate and recognize faculty achievement in student success, attendance, birthdays and additional honors	Beginning: 9/15 Completion: 5/16	Principal	Teachers will receive a certificate, banner and other tangible items.	Door Display Achievement Log	Fall: Winter: Spring
Assign a mentor to new teacher and other teachers to enhance the following areas: curriculum/instruction, school climate/culture, community/parent relations, and data analysis.	Beginning: 9/15 Completion: 5/16	Principal District Personnel	100% of new teachers will have a mentor	Mentor Log Mentor training log	Fall: Winter: Spring:
Implement Effective Learning Environment Observation Tool (ELEOT) to provide equitable learning, high expectations, support learning, active learning, progress monitoring/feedback, and well-managed digital learning	Beginning: 9/15 Completion: 5/16	Principal	100% of teachers will be evaluated using ELEOT	Observation log	Fall: Winter: Spring:
Provide Saturday Instructional Planning and Collaboration for teachers with the use of instructional coaches through participation in Building Capacity for Teacher Leadership.	Beginning: 9/15 Completion: 5/16	Principal Leadership Team District Instructional Team	1 session conducted per nine weeks	Agendas	Fall: Winter: Spring:
Utilize technology to improve effectiveness of school-wide professional development through webinars focusing on instructional strategies	Beginning: 9/15 Completion: 5/16	Principal Technology Team	80% of all personnel will participate in webinars focusing on instructional strategies	Webinar log	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Design and structure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 8/15 Completion: 5/16	Principal	All teachers have 2 days of collaboration planning per week	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
Provide time for Collaborative Planning to enhance instructional practices and increase student achievement in all areas	Beginning: 8/15 Completion: 5/16	Principal	All teachers have 2 days of collaboration planning per week	Agenda Lesson Plans	Fall: Winter: Spring
Implement Professional Learning Communities Meetings to analyze data in order to design and revise instructional practices and receive training, as needed, based on the data analysis.	Beginning: 9/15 Completion: 5/16	Principal, Teachers, Reading Coach	100% of teachers will be trained in Professional Learning Communities	Agenda Minutes Artifacts from meeting Consultant forms Purchase orders	Fall: Winter: Spring
Provide computer-based intervention and/or enrichment to students 4 days a week, for 30 minutes each day.	Beginning: 9/15 Completion: 5/16	Principal Teacher	100% of students will use the computer lab during the school day	Analyzed data Data Wall Classroom Banner Reports	Fall: Winter: Spring
Implement a blended learning approach through the use of Study Island, Accelerated Reading and Math	Beginning: 9/15 Completion: 5/16	Principal Leadership Team	80% of classrooms will participate in the blended learning approach	Lesson plans	Fall: Winter: Spring:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Utilize a multi-tiered support system to meet the academic and behavioral health needs of all students.	Beginning: 9/15 Completion: 5/16	Principal, Teachers Reading Coach Consultant	10%, 20% and 50% increase of student reading performance	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Continue to enhance differentiated instructional practices to meet the academic needs of each student	Beginning: 9/15 Completion: 5/16	Principal Teacher Reading Coach	10% increase of students' performance in ELA, Math, Science, SS, Writing	MAP scores Report Cards	Fall: Winter: Spring
Implement a rigorous science instructional program to enhance student vocabulary and science content knowledge.	Beginning: 9/15 Completion: 5/16	Principal All Teachers	10% increase of student performance in Science as measured by State Standardized testing	Standardized Testing Report	Fall: Winter: Spring
Literacy teachers and classroom teachers will coordinate a time, organize groups, plan lessons and provide reading instruction to all students through guided reading groups.	Beginning: 9/15 Completion: 5/16	Principal Teachers	20% increase of student performance in ELA as measured by MAP	MAP scores	Fall: Winter: Spring
Utilize technology to improve student achievement.	Beginning: 9/15 Completion: 5/16	Principal District's Technology Department	Increase the use of technology for 100% of students	Master Schedule	Fall: Winter: Spring
Enact a systematic approach of standards-based instruction	Beginning: 9/15 Completion: 5/16	Principal Teacher	Attendance at PD sessions on new standards	Lesson Plans PD Sign in sheets Observations	Fall: Winter: Spring
Purchase class sets, level text, SS Weekly, Science Weekly, Scholastic	Beginning: 9/15 Completion: 5/16	Principal	One year growth of each child in ELA	Reading Logs	Fall: Winter:

Readers material that are aligned with course of study per grade level.					Spring
Hire Reading Tutors to work with small groups using best practice reading strategies	Beginning: 9/15 Completion: 5/16	Principal	20% increase in student ELA scores on MAP	Sign in sheets	Fall: Winter: Spring
Provide grade level field study activities, motivational activities, and service learning projects to provide exposure to real-life connection to curriculum	Beginning: 9/15 Completion: 5/16	Principal Teachers	100% of students will participate in one or more field study activities and service learning projects.	Permission slips	Fall: Winter: Spring:
Purchase of Science Kits/Materials to increase hands-on skills for students in grade K-5.	Beginning: 9/15 Completion: 5/16	Principal Teachers	10% increase in Science scores on Standardized Testing	Standardized Testing Results	Fall: Winter: Spring

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Administer the MAP Assessment Benchmark 3 times and analyze the data to plan and improve instruction in ELA and Math.	Beginning: 9/15 Completion: 6/16	Principal and Teams	10, 20, and 50% increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Provide incentives for students and staff achieving NWEA targeted RIT growth on the spring administration of MAP testing. Data will be used to form small groups to determine the instruction in ELA and Math	Beginning: 9/15 Completion: 5/16	Principal Teacher	20% Increase in student and staff achievement	MAP Scores	Fall: Winter: Spring
Provide training and support for the data analysis and the use of NWEA's Descartes to inform instruction. Teachers will use the student data to form small groups and to determine the instruction in ELA and Math	Beginning: 9/15 Completion: 5/16	Principal Teacher	100% of teachers will be trained in NWEA information	Sign in sheets	Fall: Winter: Spring
Purchase of Science Kits/Materials to increase hands-on skills for students in grade K-5.	Beginning: 9/15 Completion: 5/16	Principal Teachers	10% increase in Science scores on Standardized Testing	Standardized Testing Results	Fall: Winter: Spring

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.).	Beginning: 9/15 Completion: 5/16	Principal, Teachers and other school staff	30% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:
Offer character education classes which focus on monthly character traits.	Beginning: 9/15 Completion: 5/16	Principal	30% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring
Implement the "PrinciPALS" program to encourage students to work cooperatively with their peers and teachers. Teachers nominate students based on positive attitude, motivation, character, leadership skills, and behavior. Once the student's name is submitted to the office, the student's parent is contacted to congratulate the child. Pictures of Students will be displayed on the "PrinciPAL" Hall of Fame Wall	Beginning: 9/15 Completion: 5/16	Principal	Increase positive behavior school-wide	Certificates	Fall: Winter: Spring
Implement a college and career awareness program using SCOIS for elementary students	Beginning: 9/15 Completion: 5/16	Principal Guidance Counselor	100% of students will choose a career and be given opportunities to develop skills related to the career	SCOIS results	Fall: Winter: Spring
Develop and implement school wide procedures	Beginning: 9/15 Completion: 5/16	Principal Faculty and Staff	30% reduction in disciplinary infractions	Discipline referrals	Fall: Winter: Spring
Continue the use of School Improvement Council and PTO with wide representation from parents,	Beginning: 9/15 Completion: 5/16	Principal SIC PTO	100% complete roster for PTO and SIC	PTO Agenda SIC Agenda	Fall: Winter: Spring

community and business partners						
Provide “Beary” Celebrations for students who exemplify characteristics of The Leader in Me	Beginning: 9/15 Completion: 5/16	Principal Character Coach Teacher	100% of students will know the 7 Habits	Leader in Me Notebooks	Fall: Winter: Spring	
Provide quarterly Positive Behavior trips for students with perfect attendance and zero discipline	Beginning: 9/15 Completion: 5/16	Principal	10% increase in students have perfect attendance and zero discipline	Purchase Orders Certificates	Fall: Winter: Spring	
Hire a Character Coach to enhance the school culture making it more conducive for learning.	Beginning: 9/15 Completion: 5/16	Principal HR Department	100% of students will attend character classes	Lesson Plan Student Sign in	Fall: Winter: Spring:	
Provide access to Educator’s Handbook-An online response to intervention system that evaluates school programs, identifies students in need of support, and measures intervention outcomes and facilitates the measurement, analysis, and improvement of student behavior.	Beginning: 9/15 Completion: 5/16	Principal Faculty/Staff	10% reduction in disciplinary infractions	Discipline referral data log	Fall: Winter: Spring:	
Participate in book study on <u>The Leader in Me</u> and <u>7 Habits of Highly Effective People</u>	Beginning: 9/15 Completion: 5/16	Principal Faculty/Staff	Book study conducted every 1 st Tuesday of the month.	Agenda Written Assignments Display of Habits in classroom and school	Fall: Winter: Spring:	Be Co
Integrate the Arts into the curriculum	Beginning: 9/15 Completion: 5/16	Principal Teacher District’s Instructional Dept.	100% of students will participate in the Arts program	Schedule	Fall: Winter: Spring:	
Establish student portfolios to showcase students’ best pieces and the evaluation of the strengths and weaknesses of those pieces.	Beginning: 9/15 Completion: 5/16	Principal Teacher	100% of students will create a portfolio	Portfolios	Fall: Winter: Spring:	

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Communicate grade-level/course expectations and individual student achievement status to families.	Beginning: 9/15 Completion: 6/16	Principal, Leadership Team, Teacher	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
Provide a copy of the student handbook to all parents	Beginning: 8/15 Completion: 9/15	Principal Teachers	All parents will receive a copy and sign off after receipt	Parent Signature Sheet	Fall: Winter: Spring:
Orientation meetings with parents and students	Beginning: 9/15 Completion: 9/15	Principal Teachers	Increase attendance of parents and students at Orientation Night	Sign-in Sheet	Fall: Winter: Spring:
Establish a parent involvement Center to offer parents successful educational strategies.	Beginning: 8/15 Completion: 5/16	Principal PTO	Increase use of Parenting Center	Sign-in sheet	Fall: Winter: Spring:
Conduct Family Nights	Beginning: 8/15 Completion: 5/16	Principal Teacher Family Committee	1 parent night per nine weeks	Sign-in sheet	Fall: Winter: Spring:
Provide training to parents, school, and community in the establishment of effective SIC and PTO organizations that promote school improvement.	Beginning: 8/15 Completion: 5/16	Principal Teacher	10% increase in the parent/community participation in the SIC/PTO	Sign-in sheet Membership	Fall: Winter: Spring:
Distribute a Monthly Grade Level Newsletter	Beginning: 9/15 Completion: 5/16	Principal Teacher	1 monthly newsletter per grade level	Newsletter	Fall: Winter: Spring: